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ABSTRACT

This document is a supplement to the Test Content Description for the Georgia High School Test in Science. The sample items are representative of items on the actual Georgia High School Tests. The strands (major areas) being tested are: (1) World Studies (18% to 20% of the test); (2) United States History since 1865 (18% to 20% of the test); (3) Civics/Citizenship (12% to 14% of the test); (4) Map and Globe Skills (15% of the test); and (5) Information Process Skills (15% of the test). General test taking hints are given, suggesting that students read carefully, consider every choice, guess intelligently, spend test time wisely, and check work carefully. Some sample items with explanations of the answers are given, and other practice items are included with answers but no explanations. A student self-assessment and remediation plan is attached. (SLD)

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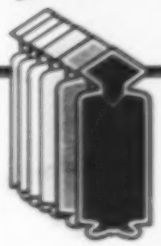
How to Prepare for Tests



A Guide for
Georgia High School Students
Preparing for the
Georgia High School Graduation Tests

Content: Social Studies

Including:
Hints on Preparing for Tests
Practice Test Questions and Answers
Thorough Explanation of the Answers to Select Questions

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Introduction

This document is designed as a supplement to the *Test Content Description* for Social Studies. The strands and their respective weights are included here. However, please refer to the *Test Content Description* (available from your teacher) for further description of the tested objectives.

The sample items listed in this document are representative of the items found on the actual Georgia High School Tests. The strands (or major areas relating to social studies) being tested are shown below.

What Content is Covered on the Test?

1) **World Studies (18-20% of the test)**
Items test major themes of world history and world geography. World history topics include exploration, change, and world wars. World geography topics include cultural and physical geography and the relationship between geography and human activity.

2) **U.S. History to 1865 (18-20% of the test)**
Items test information related to early inhabitants of North America and exploration of the New World, Colonial America, the Revolutionary Era, the Constitutional Era, the growth of the nation, the Civil War, and Reconstruction.

3) **U.S. History Since 1865 (18-20% of the test)**
Items test expansion and development of the nation, the nation becoming a world power, and the modern nation. The American economic system, organized labor, the banking system, and command and market economies are also included.

4) **Civics/Citizenship (12-14% of the test)**
Items in this strand, known as Citizenship/Government in earlier forms of the tests, assess the structure and functions of government (local, state, and national), the role of the citizen, legal issues, individual rights and responsibilities, and Constitutional amendments.

5) **Map and Globe Skills (15% of the test)**
Items test map features such as scale, direction, grids, keys, and legends. Various types of maps are used in current and historical settings to assess students' abilities to gather and interpret information and relate that information to events.

6) **Information Processing Skills (15% of the test).**
Items test several skills including identifying the main idea in a passage, separating fact and opinion, interpreting charts and tables, recognizing different types of information sources, and using information from multiple sources to solve a problem.

While test score reports provide scaled scores for each of these strands, it is performance on the overall test that is of primary importance. Strand scores are provided in order to give students, teachers, and parents/guardians an idea of student relative strengths and weaknesses. It is important to remember that while the overall difficulty of the tests remains the same from one edition to the next, difficulty for a particular strand may vary. Thus, some students who score below 500 on a given strand on one occasion may score above 500 on the same strand on a subsequent occasion. Over the course of several tests, a student may even score above 500 on all four strands without having passed the test.

Hints to Help You Pass the GHSGT

Read everything carefully.

Many of the GHSGT questions involve short articles, tables, charts, and graphs. All test questions require careful reading of the directions and the question and four answer choices.

There are no trick questions.

While it is important to read each question carefully, we have not included any trick questions. You should not spend too much time trying to figure out what we *really* mean. If you read the entire question (including all accompanying material), the real meaning should be clear. We do not consider requiring a careful reading of the entire question to be a trick.

Consider every choice.

You must choose, from the four alternatives, the answer that best addresses the question. Some of the alternatives (distractors) will be attractive because they include an irrelevant detail, a common misconception, or apply the right information in the wrong way.

Guess intelligently.

There is no penalty for guessing on this test. If you are not sure of the correct answer you are encouraged to guess. Guessing is easier if you can eliminate one or more distractors as clearly incorrect. Be warned, however, that many of the distractors are very attractive because they are based on common mistakes students make.

Spend test time wisely.

Many tests are arranged so that the easiest items are first and the hardest are last. The GHSGT are not arranged that way. Instead the questions are arranged by topic. Therefore, it is possible find several difficult questions, followed by a set of easier questions later. If you run into a few hard questions, do not get discouraged. It would be better to move on, answer as many questions as possible, and then go back and re-attempt the harder questions.

Check your work.

There are several places where carelessness can cause you to answer incorrectly. The first is in the initial reading of the question. Read everything carefully. The second is in choosing the answer. You should evaluate each answer option critically to make sure it actually answers the question. The third possibility for making a mistake is in the transfer of the correct answer to your answer document. You should ask yourself two questions: "Am I on the right question number in the right section of the test?" and "Is this the answer I mean to mark?"

Sample Test Questions with Explanations of Answers

Explanation of parts of a test question

Read the passage and answer the question that follows.

It is estimated that 500 million people face hunger and malnutrition daily. However, during the 1970s and 1980s, enough food was grown worldwide to provide an adequate diet for every human being. The United States and Canada produce approximately 80% of the world's supply of grain, yet have only 6% of the world's population, whereas poor, developing nations cannot produce enough food to feed their populations.

Stimulus

Based upon the preceding passage, why is hunger a major world problem?

Stem

A. The United States and Canada produce too much grain. <=Distractor
B. Developing nations cannot afford to feed their populations adequately. <=Distractor
C. The world's population is increasing more rapidly than the food supply. <=Distractor
D. There is an unequal distribution of world food supply and world population. <=Key

Options

Cognitive Levels

Cognitive levels are based on learning expectations, not item difficulty. Items may be written at the following levels:

Low:	requires mastery at the literal or recognition level; typically, these items call for knowledge of information that may be considered important or significant
Medium:	requires some degree of interpretation beyond recall of information
High:	requires a significant degree of interpretation, analysis, or application

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1. The period of intellectual revival beginning in the 1300s that profoundly changed attitudes toward life, learning, and religion was known as the

A. Dark Ages.
B. Renaissance.
C. Enlightenment.
D. Spanish Inquisition.

Explanation:
This item asks the student to apply the appropriate name to one historical period from the available choices. Option B correctly responds to the stem, though all four options require general knowledge of major historical periods. This item has a **low** cognition level because it requires simple recall of information. The question falls under the strand **World Studies**.

2. In what way did Renaissance thought contribute to the Age of Exploration?

A. creating a resurgence in feudalism
B. fostering curiosity about the physical world
C. emphasizing the supernatural rather than the natural
D. linking earthly exploration to a happy afterlife

Explanation:
Although basically a recall question, there are three steps to the process of determining the correct answer. First, the student must recall the fundamental characteristics of two major historical periods (the Renaissance and the Age of Exploration). Next, the student must consider the links between these periods. Third, the student must consider the effect of one upon the other. Only option B correctly identifies how Renaissance thought contributed to the Age of Exploration. This item has a **medium** cognitive level and falls under the strand **World Studies**.

3. What effect did the Emancipation Proclamation have on the course of the Civil War?

   A. It helped end the war within a year.
   B. It convinced the border states to join the Confederacy.
   C. It turned the war into a fight for freedom as well as for unity.
   D. It relieved both the Union and the Confederacy of the need for a draft.

Explanation:
To answer this question correctly, students must know what the Emancipation Proclamation is, the date it was declared, and the time frame and events of the Civil War. The correct answer (C) reveals that the Emancipation Proclamation gave freedom to the slaves (which was opposed by the Confederacy) while the purpose of the war was to preserve the Union. Option A is incorrect because the war lasted more than one year after the Emancipation Proclamation was declared. Option B is incorrect because the border states maintained their support of the Union. Option D is incorrect because both the Union and the Confederacy needed more soldiers after the Emancipation Proclamation. This question has a **high** cognitive level and falls under the strand **U.S. History to 1865.**

4. Which **best** describes how the Native Americans of the Plains and the Native Americans of the Southeast obtained their food?

   A. The Plains tribes were hunters and farmers, while Southeast tribes depended almost entirely on agriculture.
   B. Both cultures subsisted on their farm crops.
   C. Both cultures were primarily hunters and did very little farming.
   D. The Southeast tribes depended on the buffalo as a source of food more than the Plains tribes did.

Explanation:
This item calls for knowledge of two major Native American cultures in order to make the correct contrast. The knowledgeable student would know that the Plains tribes depended on hunting and farming while the Southeast tribes depended almost solely on agriculture. Thus, option A is the correct answer, while the other three options list erroneous information. This item has a **medium** cognitive level because the student must know the subsistence mechanisms of both groups. The item falls under the strand **U.S. History to 1865**.

5. Which situation below is the **best** example of an implied power?

A. Social Security taxes are raised.
B. Funds are appropriated for flood relief.
C. The President pardons a convicted felon.
D. A patent is granted for a new computer chip.

Explanation:
In this item, students must demonstrate knowledge of the concept of implied vs. constitutionally expressed powers and be able to choose a situation that applies that knowledge. They must understand that the power to tax, to grant pardons, and to grant patents (options A, C, and D) are specifically delegated to the federal government by the Constitution, whereas disaster relief would be "implied" under the "necessary and proper" provisions of Article I, Section 8, Clause 18. Thus, option B is the correct answer. This question has a **high** cognitive level as it requires a significant degree of interpretation and analysis. The item falls under the strand **Civics/ Citizenship**.

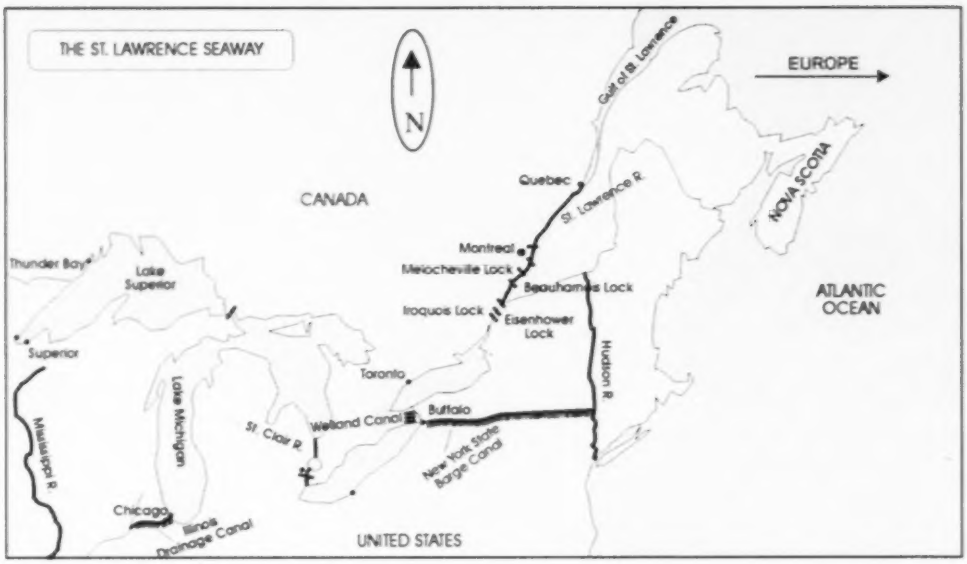
6. Woodrow Wilson said, "Our whole duty for the present, at any rate, is summed up in this motto: 'America First: Let us think of America before we think of Europe.'"

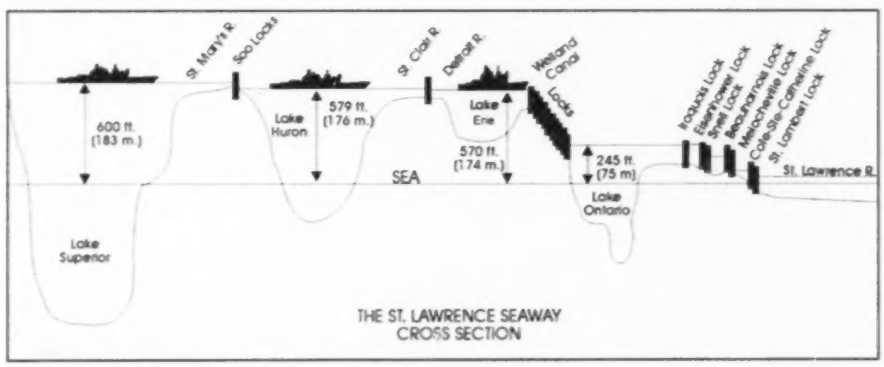
Which role for the United States did he favor in relation to war in Europe?

A. activism
B. internationalism
C. neutrality
D. protectivism

Explanation:
This item requires the student to know the context in which the quoted statement was made (the debate over whether or not to assist the British in the war against Germany). The date and the reference to Woodrow Wilson as president should prompt the student to recall the foreign policy issue of intervention vs. neutrality. The knowledgeable student will know that this quote deals with Wilson's position that the U.S. should maintain neutrality (C). The distractors are simply terms that may sound plausible to the unknowledgeable student. This question has a **high** cognitive level and falls under the strand **U.S. History Since 1865**.

Use the map below to answer the following question.





7. A ship enters the Gulf of St. Lawrence and sails southwest. Which city would it pass first?

   A. Buffalo
   B. Montreal
   C. Quebec
   D. Toronto

Explanation:
Many items such as this one which assess map and globe skills require students to use graphics in order to select relevant information. This item presents two graphics—a map and a cross section of the St. Lawrence Seaway. Often, a graphic or pair of graphics will present more than one item. This item calls for pinpointing a specific location. The student must choose the map and see that Quebec (C) is the first city passed going southwest. The other options are other cities along the Seaway. This item has a **medium** cognitive level and falls under the strand **Map and Globe Skills**.

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Additional Practice Test Questions

Strand 1: World Studies

1. How did the scientific method differ from the way in which the ancient Greeks tried to understand nature?

   A. It used logic as its main tool.
   B. It relied on the teachings of the Church.
   C. It advocated observation and experimentation.
   D. It challenged the concept of natural laws.

2. What effect did the success of the American Revolution have on France?

   A. It led to the execution of the French royal family.
   B. It caused the French colonies to break away from France.
   C. It resulted in large-scale French immigration to the United States.
   D. It encouraged many French people to demand changes in their own government.

3. What effect did the environment have on the early Arctic peoples?

   A. It led them to become hunters.
   B. It caused them to migrate to Asia.
   C. It encouraged them to develop agriculture
   D. It encouraged them to trade with neighboring cultures.

4. While Panama is a small nation with few natural resources that would interest highly industrialized nations, it is strategically important to the United States and other world powers. What makes Panama so important?

   A. It serves as a buffer between two hostile nations.
   B. It has historically supported the United States during times of war.
   C. It is close enough to the United States to provide a safe haven in times of danger.
   D. It provides a quick and therefore economical link between the Atlantic and Pacific Oceans.

Strand 2: U.S. History to 1865

5. In the 1840s, traveling to California was a long and difficult overland journey or a dangerous one by sea around Cape Horn. Yet, California was settled rapidly. Why was this the case?

   A. Gold was discovered in California.
   B. Cotton growers wanted more land for cotton plantations.
   C. Many people wanted to move away from the growing controversy over slavery.
   D. The United States government paid settlers to colonize the newly acquired territory.

6. Which **best** explains the appearance of political parties in the United States shortly after the adoption of the Constitution?

   A. Washington disliked Jefferson.
   B. The Constitution required the development of a multi-party system.
   C. Great Britain had a two-party system.
   D. Differences arose over economic and political issues.

7. Which document explains the reasons for the colonies' act of separation from England?

   A. Mayflower Compact
   B. Articles of Confederation
   C. Declaration of Independence
   D. Constitution of the United States

8. The Republican Party was first associated with northern interests and abolitionism. Because of this association, how did the South view the election of Abraham Lincoln as President?

   A. with mixed feelings since Lincoln was not well-known in the South.
   B. with fear that he might attempt to destroy slavery and other Southern institutions
   C. as the best choice since he stated he was no abolitionist and would not do away with slavery in the Southern states.
   D. with indifference since Congress was dominated by Democrats and would check any of Lincoln's attempts against the South.

Strand 3: U.S. History Since 1865

9. Between 1868 and 1890, southern states wrote new constitutions. Voting requirements, such as the poll tax and literacy test, were instituted. Jim Crow laws were passed. The Democratic Party, which had controlled the South before the Civil War, was once again in power.

   Which conclusion is **best** supported by this evidence?

   A. The percentage of African-American voters increased.
   B. New state constitutions ensured African-American rights.
   C. Opportunities for African-Americans in state government increased.
   D. African Americans lost the political power they had gained during Reconstruction.

10. Raising revenue is a major concern of governments. Since the Progressive Era in the early 20th century, which has been the primary source of revenue for the federal government?

    A. tariffs on imported goods
    B. taxes on luxury items
    C. income taxes
    D. property taxes

11. Which **best** describes Franklin Roosevelt's attitude toward the role of government during the Great Depression?

    A. It bears a responsibility for all citizens' welfare.
    B. It should encourage people to seek work but should not provide jobs.
    C. It should play as small a role as possible in people's lives.
    D. It should favor business interests over those of individuals.

12. Which change in U.S. society was a result of World War I?

    A. increased tolerance of minorities and recent immigrants
    B. large African-American populations in Northern cities
    C. integration of African Americans within the armed forces.
    D. renewal of the attraction of farm life over city life

Strand 4. Civics/Citizenship

13. The Ninth Amendment to the U.S. Constitution states:

    The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

    What was the intent of this amendment?

    A. to list those rights that can be restricted by the government
    B. to show that parts of the Constitution may be contradictory
    C. to show that certain rights were less important than others
    D. to emphasize that there are rights besides the ones listed

14. Which is a step involved in the process of gaining naturalized American citizenship?

    A. filing a formal declaration of intent to become a citizen with immigration authorities
    B. showing proof of ownership of real estate in the United States
    C. securing employment in the United States
    D. joining a major political party

15. What is the main function of congressional committees?

    A. to evaluate the merits of the many bills which are proposed
    B. to draft legislation in response to lobbyists and interest groups
    C. to enlist the President's support for specific bills
    D. to review the constitutionality of bills before they are put to the vote

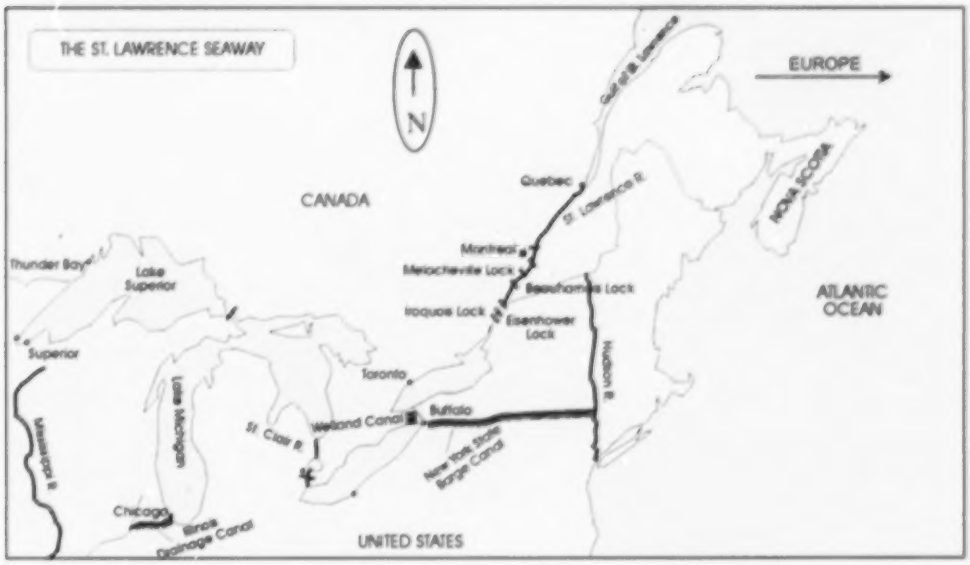
16. The social contract theory had great significance for the development of the U.S. political system. According to this theory, when people join together to create a state, they voluntarily give up some of their individual power in order to ensure the safety and well-being of all. The source of government power, therefore, is the people.

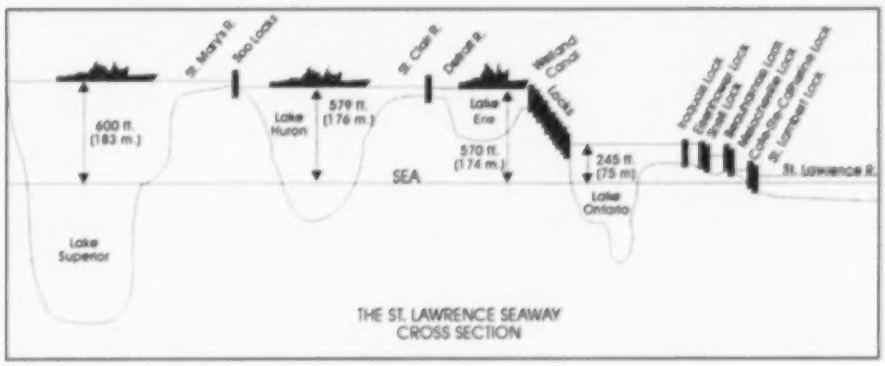
    Which conclusion logically follows from this theory?

    A. Obedience to the law is voluntary.
    B. Majority decisions are correct decisions.
    C. Government exists to serve the will of the people.
    D. The best government is the one that governs least.

Strand 5. Map and Globe Skills

Use this map and cross section to answer question 17 below.





17. What information about the St. Lawrence Seaway does the cross section add to complement the map above it?

    A. the location of the locks and canals of the St. Lawrence Seaway
    B. the depths of all the major bodies of water that make up the St. Lawrence Seaway
    C. the placement of the locks in order to overcome differences in elevation from one body of water to the next
    D. the importance of the St. Lawrence Seaway to trade between the U.S. and Canada and between Canada and Europe

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Strand 6. Information Processing Skills

Read the passages below and answer the two questions that follow.

Passage A

... Who is the real American? I would say the real American is the one whose forebears built this nation into what it is today—a place of boundless opportunity for reaping the fruits of sacrifice and hard work. The foundations of America rest not on the Mayflower or the Statue of Liberty but on the achievements of generations of people born on American soil who built their businesses, their factories, their farms, to a level of productivity that makes America the envy of the twentieth century world. And what has this accomplished? Instead of other nations emulating our example, we are forced to receive their castoffs, straining our resources and endangering our prosperity....

Passage B

... It came to me that no man—no one at all—could destroy my faith in America again. It was something that had grown out of my defeats and successes, something shaped by my struggles for a place in this vast land, digging my hands into the rich soil here and there, catching a freight to the north and to the south, seeking free meals in dingy gambling houses, reading a book that opened up worlds of heroic thoughts. It was something that grew out of the sacrifices and loneliness of my friends, of my brothers in America and my family in the Philippines—something that grew out of our desire to know America, and to become a part of her great tradition, and to contribute something toward her final fulfillment. I knew that no man could destroy my faith in America that had sprung from all our hopes and aspirations, *ever*...

18. How do the two authors differ on their feelings about America's greatness?

    A. Author A believes that the cities make America great; Author B believes that the opportunity for mobility makes America great.
    B. Author A believes that the original immigrants made America great; Author B believes current immigrants make America great.
    C. Author A believes that all Americans have contributed to America's greatness; Author B believes that only a select few have contributed to its greatness.
    D. Author A stresses the continuing hard work of generations of Americans in making America great; Author B stresses that the opportunity for all Americans to contribute to the country makes America great.

19. Which recurring problem of U.S. history do these passages address?

    A. national security and individual liberty
    B. national identity and immigration policy
    C. isolationism vs. leadership in world affairs
    D. sectional differences with regard to the tariff

Answers to Practice Test Questions

1.	C	11.	A
2.	D	12.	B
3.	A	13.	D
4.	D	14.	A
5.	A	15.	A
6.	D	16.	C
7.	C	17.	C
8.	B	18.	B
9.	D	19.	B
10.	C		

GHSGT in Social Studies ~ Student Remediation Plan

You may find that this checklist will help you keep track of the areas in which you need to concentrate your study. Be sure to keep the checklist updated!

Student Name _____

Test Results from *Spring* ___ *Summer* ___ *Fall* ___ *Winter* ___

Standards on the Test	***Self Assessment***
World Studies Skills *Scale Score* = _____	
Traces and examines economic, political, cultural, religious and historical changes and discoveries of Renaissance and Reformation Europe.	
Explains the causes and effects of European exploration and colonization patterns in the New World.	
Identifies changes resulting from the scientific and commercial revolutions.	
Identifies and examines the major causes and events that led to the western democratic revolutions. • English Civil War and Glorious Revolution • Age of Reason/Enlightenment • American Revolution • French Revolution	
Traces the development and decline of the European colonial empires in the Americas.	
Traces and examines the technological and industrial revolutions.	
Traces and analyzes the causes and effects of World War I and identifies the major events.	
Discusses the totalitarian regimes by comparing and contrasting fascism and communism.	
Traces and analyzes the causes and effects of World War II.	
Identifies and discusses the causes of the Cold War and the major conflicts resulting from the rivalry between East and West.	
Identifies and analyzes the problems of the interdependent World (1945 to present, e.g., population, food supply, nuclear weapons, terrorism, etc.).	
Explains why countries trade and how economic specialization promotes interdependence among nations.	
Identifies the major revolutions of the 20th century: agricultural, technological, medical, social and cultural.	
Explains why regions are basic units of geographic study (e.g., North America; Central and South America; Europe; Central Eurasia).	
Explains why regions are basic units of geographic study (e.g., Middle East and North Africa; Africa South of the Sahara; South Asia and East Asia).	
Explains how regions may be defined by cultural or physical features, or by combinations of both.	

Explains how location influences activities and processes that occur in different places.	
Explains how knowledge of locations and their characteristics is a key factor in understanding human interdependence.	
Describes several ways in which people inhabit, modify, and adapt culturally to different physical environments.	
Identifies the physical characteristics of a place. • Land forms • Climates • Vegetation	
Explains why there are few places that are self-sufficient, and that networks of transportation and communication are needed.	

Standards on the Test **U.S. History to 1865 *Scale Score* = _____**	***Self Assessment***
Identifies and describes the native inhabitants the Europeans found in the New World.	
Identifies the factors that led to the colonization of the continent of North America. • National rivalry • Religious persecution • Economic opportunity • Political unrest	
Identifies and analyzes the social, political, religious, and economic patterns that developed in the American colonies.	
Explains the causes of the American Revolution (1763-1775).	
Identifies and analyzes the Declaration of Independence • Basis for self-evident truths and unalienable rights • Obtain support of the uncommitted Americans • Gain foreign support	
Describes the major events, military campaigns, and influential persons of the American Revolution. Develops a beliefs and values profile, including George Washington and Benjamin Franklin.	
Discusses the limitations of the Articles of Confederation and the reasons for the calling of the Constitutional Convention.	
Summarizes the debates and resulting compromises of the Constitutional Convention. • Large vs. small states • Hamilton and Madison • North-South division	
Identifies the Bill of Rights as the first 10 amendments to the Constitution and states their importance.	

Explains the importance of Washington's and John Adams' administrations. • Cabinet appointments • Federal judiciary completed/judicial review—Hamilton's financial system • First American party system • Whiskey Rebellion • Neutrality Proclamation • "Farewell Address" • "XYZ" Affair • Virginia and Kentucky Resolutions	
Traces and describes the growth of a nation. • Louisiana Purchase • War of 1812 • Convention of 1818 • Florida acquired (Adams Onis Treaty) • The Monroe Doctrine • The Trail of Tears	
Examines the concept "Manifest Destiny" as it applies to US history between 1830-1860. • Texas and Oregon • Election of 1844 • Mexican War • California gold rush of 1849 • Gadsden Purchase	
Identifies the intellectual, cultural and social movements between 1830-1860. • Transcendentalism • Second Great Awakening • Abolitionist Movement • Women's Movement • Nativist Movement	
Identifies and analyzes the causes and events leading to the Civil War. • Compromise of 1820, 1833, 1850 • Kansas-Nebraska Act • Formation of the present-day Republican party • Dred Scott Decision • Lincoln-Douglas Debate • John Brown's Raid • Lincoln's election • Secession of South Carolina	
Discusses and analyzes reasons for the military defeat of the Confederacy. • Southern advantages and disadvantages • Southern victories from Bull Run to Chancellorsville • Emancipation Proclamation • Union victories at Gettysburg and Vicksburg	

• Sherman's capture of Atlanta and "March to the Sea" • Lee's surrender at Appomattox	
Analyzes the social, political and economic results of [the Civil War and] Reconstruction.	

Standards on the Test **U.S. History to 1865 *Scale Score* = _____**	***Self Assessment***
Traces the development of the Industrial Revolution in the United States from 1870-1900. • Population shifts from rural to urban • Problems of urbanization • Rise of monopolies • Rise of labor unions	
Traces the Westward Expansion from 1865-1900. • Transcontinental railroads • Defeat of the Plains Indians • Homesteading of the Plains	
Describes and analyzes the social changes in the United States from 1870-1910. • "Jim Crow" laws in the South • The New Immigration • Plessy vs. Ferguson (1896) • W.E.B. Du Bois opposes view of Booker T. Washington	
Describes and analyzes the political reforms in the United States from 1870-1910. • Greenback Party (silver issue) • Populist Movement	
Traces and analyses the developments that led to the United States emerging as a world power: • Need for foreign markets • Rise of world imperialism • U.S. expansionist sentiments • Spanish-American War and resulting territorial acquisitions	
Evaluates the foreign polices of Teddy Roosevelt, Taft, and Wilson. • Panama Canal • Big Stick diplomacy in Latin America • "Dollar diplomacy" (Taft) • Wilson's "Missionary Diplomacy" in Haiti and Mexico	
Identifies and states the significance of the national reforms of Teddy Roosevelt and Woodrow Wilson during the Progressive Era. • Antitrust legislation • "Square Deal" • conservation movement	

• the New Freedom	
Explains American entry into World War I and describes the impact of the war on life in the United States: • sinking of the Lusitania • U-Boat/Zimmerman note • Women and blacks enter the arms industries • Suppression of pacifists and dissenters • 18th (Prohibition) and 19th (women's suffrage) amendments ratified • Rejection of Wilson's League of Nations • Isolationism vs. interventionism.	
Analyzes social upheavals in the United States in the 1920s and 1930s. • Scopes Trial • Rise of KKK • Anti-foreign sentiment • Women's suffrage • Prohibition and gangsterism • Changes in lifestyles	
Describes and explains the organization of the Federal Reserve System and how it regulates money supply. • Reserve requirement • Discount rate • Open-market operations	
Explains how the federal government's taxing, spending, and borrowing policies affect the consumer, producer, and overall economy. • Productivity • Inflation/recession • National debt • Excise tax vs. income tax	
Analyzes the causes and effects of the Great Depression.	
Analyzes the development and implementation of Franklin Delano Roosevelt's programs and relates their impact on present day social and economic policies.	
Analyzes the causes and results of America's participation in World War II. • Rise of dictatorships • Totalitarian aggressions and extermination policies of Hitler • Fall of France, Battle of Britain • Pearl Harbor • Women and minorities in the military and defense jobs • U.S. military contributions to Allied victory • Creation of the United Nations • Nüremburg war trials	
Traces the causes and effects of the Cold War period (1945-1960). • Berlin Airlift • NATO vs. Warsaw Pact • Nuclear Arms Race	

• Space Race • Korean War • McCarthyism	
Evaluates social protest movements and the demand for reforms in the post-World War II period to the present. • Rock and roll • Counter cultures • Feminist movement, and Environmentalism	
Traces the events and identifies the influential personalities of the Civil Rights Era from 1947 to the present. • Integration of military • Brown vs. Board of Education 11954 (Plessy vs. Ferguson) • Montgomery bus boycott • Central High, Little Rock • Freedom Rids and sit-ins • Selma • Washington March, "I Have a Dream" Speech • Rosa Parks • Malcolm X • Dr. Martin Luther King, Jr. • Jesse Jackson • Louis Farrakhan	

Standards on the Test	***Self Assessment***
Civics/Citizenship *Scale Score* = _____	
Defines and analyzes the foundational concepts that our constitutional government is based on. • Republican form of government • Federalism • Popular sovereignty • Separation of powers (checks and balances) • Judicial review • Civilian control of the military • Limited government • Majority rule with respect for minority rights • Equality before the law • Equality of opportunity vs. equality of wealth	

Identifies and describes the powers, roles, and responsibilities of the legislative branch of the federal government. • Law-making powers of Congress (Senate and House of Representatives) • Law-making process (how a bill becomes a law) • Other responsibilities of government: budget, federal appointments, etc.	
Describes the system of checks and balances by citing the checks and balances involved in the passing of a bill (e.g., presidential review and judicial review).	
Identifies and describes the powers, roles, and responsibilities of the executive branch of the federal government. • Enforcement of federal law • Military powers • Diplomatic powers • Other responsibilities (e.g., veto power, federal appointments)	
Identifies and describes the powers, roles, and responsibilities of the judicial branch of the federal government. • Judicial review • Interpretations of the law • Federal court system (three levels)	
Describes the ways of acquiring U.S. citizenship (by birth and the immigration/naturalization process).	
Explains the basic rights guaranteed to a citizen under the Bill of Rights and the responsibilities that come with them: obeying the law, paying taxes, respect for the property and views of others, voting, and participation.	
Describes the purpose and development of political parties in the United States.	

Standards on the Test	***Self Assessment***
Map and Globe Skills *Scale Score* = _____	
Defines absolute and relative location and differentiates between them.	
Uses a grid system to locate specific places on local, state, national, and world maps and globes.	
Uses map grids to plot locations.	
Uses the basic elements of maps and globes to obtain information. • Title, legend • Scale, grid, parallels, and meridians • Projection	
Uses map keys and legends to correctly interpret resource, product, historical, physical, political, and economic maps.	
Draws conclusions based on multiple pieces of information included on a map.	

Uses maps and globes to explain geographical settings of historic and current events.	
Makes generalizations about human activities in a geographic region using map information.	
Uses special purpose (thematic) maps.	
Applies geography to interpret the past by using a variety of maps, charts, and documents to explain the historical migrations of people; the expansion and disintegration of empires; and the growth of economic systems.	
Identifies trends in global population distribution.	
Identifies and compares contemporary national political boundaries with the locations of civilizations, empires and kingdoms of the past. Identifies and analyzes shifts in national political boundaries. • 19th Century • 20th Century	
Identifies the distribution of the major religions in the contemporary world.	
Maps the spread of technological innovations.	

Standards on the Test	***Self Assessment***
Information Processing Skills ***Scale Score =*** _____	
Formulates historical questions and defends findings based on inquiry and interpretation. Analyzes documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, etc.).	
Distinguishes between primary and secondary sources. Validates sources' authenticity, authority, credibility and possible bias.	
Makes timelines sequencing a series of events.	
Uses annotated timelines to relate people and events.	
Uses parallel timelines to compare developments in different areas in the same time frame.	
Uses flow chart. • To show cause and effect • To show origin and completion of a cycle • To show change over time	